

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Bertha Martinez

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Lamar Elementary School

(As it should appear in the official records)

School Mailing Address 1440 East Cliff Drive

(If address is P.O. Box, also include street address.)

City El Paso State TX Zip Code+4 (9 digits total) 79902-2835

County El Paso County State School Code Number* 071902125

Telephone 915-236-3150 Fax 915-534-0083

Web site/URL http://lamar.episd.org/welcome/index E-mail bmartine@episd.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Juan Cabrera, N/A E-mail: superintendent@episd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name El Paso ISD Tel. 915-230-2000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Dee Margo, N/A
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 58 Elementary schools (includes K-8)
 - 16 Middle/Junior high schools
 - 11 High schools
 - 0 K-12 schools
- 85 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☒ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☐ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural
3. 9 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	30	18	48
K	37	45	82
1	42	49	91
2	54	44	98
3	33	48	81
4	46	41	87
5	43	36	79
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	285	281	566

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 97 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 1 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 21%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	57
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	62
(3) Total of all transferred students [sum of rows (1) and (2)]	119
(4) Total number of students in the school as of October 1	566
(5) Total transferred students in row (3) divided by total students in row (4)	0.210
(6) Amount in row (5) multiplied by 100	21

7. English Language Learners (ELL) in the school: 62 %
370 Total number ELL
 Number of non-English languages represented: 3
 Specify non-English languages: Spanish, Bengali, Urdu
8. Students eligible for free/reduced-priced meals: 100 %
 Total number students who qualify: 566

Information for Public Schools Only - Data Provided by the State

The state has reported that 95 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 6 %
34 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>9</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	31
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	13
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	98%	97%	97%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Educate children academically, physically, emotionally, and socially so they can pursue dreams and achieve goals in education, community service, friendship, and wellness in a diverse global culture.

PART III – SUMMARY

Lamar Elementary School is located in west central El Paso in El Paso County, Texas. It was built in 1962 and named in honor of Mirabeau B. Lamar, the “father of Texas education” who established an act that set aside land for public schools and two universities. Mr. Lamar once stated, “A cultivated mind is the guardian genius of democracy; it is the only dictator that freemen acknowledge, and the only security that freemen desire.” Our faculty and staff follow this belief in our daily activities, cultivating the minds of all our students.

One of fifty-eight elementary schools in the El Paso Independent School District (EPISD), Lamar serves approximately 566 students from pre-kindergarten through fifth grade. With a 21% mobility rate, it maintains a student population of 98% Hispanic students. Ninety-five percent of the students who attend Lamar Elementary are economically disadvantaged; 79% are considered “at-risk.” Many of our students fled to the United States from our neighboring city of Juarez, Chihuahua, Mexico because of the constant violence that hindered their learning and their daily lives. Another portion of our population consists of foster students who live nearby at the Lee & Beulah Moor Children's Home, and students who reside in homeless shelters. The faculty and staff at Lamar Elementary work together to ensure that all the students have a positive and nurturing learning environment that encourages individual success. Here at Lamar, all students are treated with the dignity and respect they deserve. We do not see where they are from; we focus on their capabilities and where they are going.

Our teachers and students take pride in all their accomplishments and are the reasons for the many academic distinctions Lamar has received to date: Texas’ accountability rating’s highest honor, Exemplary status since 2009 with numerous Distinction Designations and recognition of Academic Achievement in Top 25 Percent Student Progress. Further, in 2014, Lamar ranked higher than 90% of all Texas elementary schools. The Lamar community has proven time and again, that all students can learn in a nurturing environment. Our students have a “Yes I Can” attitude embedded in their minds and feel honored to represent themselves amongst other students from different schools and backgrounds.

Lamar Elementary provides a welcoming campus culture that promotes student success both academically and socially by evolving students into continuous learners through the integration of college-readiness standards and community collaboration opportunities. The school has an open door policy for any community member who wants to take part in our students’ learning opportunities. Every month our Parent/Teacher Association hosts a musical performance featuring students from each grade level. This partnership compliments our fine arts programs, which is a major part of our academic curriculum. The campus is also home to AVANCE, a Spanish word meaning “to advance”. It is a community based program for parents and their children (ages 0 to 4 years old), which teaches parenting skills, English, computer skills and prepares them for their General Equivalency Degree (GED).

The faculty and staff of Lamar Elementary School uphold our mission to “motivate each and every student to achieve excellence and become productive citizens.” To ensure each student is ready to learn, we begin our day by serving breakfast in the classroom. During their morning breakfast, students are asked to reflect on what kind of day they are going to have and are encouraged to be the best they can be. To ensure each student feels safe and secure in their learning environment, the campus is a designated “Bully-free Zone.” Students have the confidence to approach any adult on the campus for safety and comfort because of the level of trust that has been established. To ensure confidence in each of our students, we emphasize our cultural diversities. Cultural diversity surrounds Lamar Elementary and it is displayed throughout the campus in the students’ work. Each hallway has a thematic unit that integrates academic learning with cultural awareness. Student work is displayed throughout the hallways of our wonderful school reflects the different cultural backgrounds and exemplifies pride in their diversities.

We are extremely proud to be nominated as a 2015 National Blue Ribbon school. This nomination highlights the successful collaboration among all the community stakeholders that make up Lamar Elementary. In anticipation, we hope to show the nation that having a “Yes We Can” attitude positively affects learning along with ensuring academic and emotional success.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Lamar's K-5 curriculum is driven by the Texas Essential Knowledge and Skills (TEKS) in correlation with the EPISD-written curriculum that includes specific student expectations. Our curriculum provides the essential guided instruction required for students to acquire foundational skills, and scaffolds them to a fully independent performance level. The Language Arts, Math, Science, and Social Studies curricula are broken into three parts: (1) written, (2) taught, and (3) tested.

Lamar implements the Language Arts curricula during a 90 minute block. Teachers use the basal book for reading proficiency as well as a literacy library to supplement reading instruction. In order to address the Texas mandated standards teachers approach the reading curricula through the creation of portfolios with reading selections targeting specific readiness standard and real life connections which establish foundational reading skills. This approach was chosen because it is an interactive way in which concepts are repeated systematically giving teachers the opportunity to see what students have and have not learned. Students demonstrate what they learned individually through formative and summative assessments, determining the level of comprehension, the magnitude of proficiency or the necessary intervention of the students. Students who demonstrate below level performance participate in after school tutoring, and small group intervention with instructional specialist along with leveled computer based programs. Above level students improve their reading skills through computer based programs and project based learning that address all literature elements challenging their skills.

The written mathematical curriculum encompasses readiness standards, complimented by several supporting standards and process skills to reach mastery. Lamar uses the basal book as a primary resource, as well as additional resources for additional practice. The taught curriculum integrates strategies, objectives, academic language, common misconceptions, vertical alignment, differentiated instruction and connections with language arts or technology. Interactive mathematics notebook show how students learn through a systematic routine of transferring simple concrete approach to an independent practice demonstrating proficiency. Students are evaluated through formative and summative assessments routinely. Teachers target below level students providing after school tutoring, Saturday Camp and individualized instruction. Above level students improve their skills practicing with computer leveled programs, along with teacher created centers. This approach is orientated to create a community of problem solvers, analyzing and evaluating every method, as educators facilitate the process through investigation, participation, and practice.

Science is taught using cross-curriculum lessons that integrate reading and math within the science curriculum. The district selected science basal help the teachers target the Scientific Investigation and Reasoning (SIRS) readiness standard, as well as the English Language Proficiency and the College-Career standard which is embedded in every unit. The taught curriculum includes best practice and strategies, guiding questions, academic vocabulary, and links to instructional videos integrating the use of technology in each lesson. The tested curriculum incorporates a pre-assessment, a formative, and a unit summative assessment. The use of Interactive Science Notebook and Reading First science activities provide a strong hands-on foundation in science. Technology programs and Saturday STAAR Camp have undoubtedly contributed to students' success in science. These programs offer intervention lessons for below and above grade level students by addressing the needs of each individual student at each level. In addition, they provide advanced lessons that integrate virtual experiments under the teacher's direction. Teachers develop lessons that include both problem-solving and decision-making skills which are crucial for assessing issues that help students relate classroom learning to the real world, making real world connections. This approach gives teachers the opportunity to see the growth of each individual student and to adjust accordingly.

The Social Studies curriculum contains student expectations, academic vocabulary, and many technology links to instructional videos. Teachers integrate the curriculum with language arts and science, to establish connections with community and academics. Students acquire and develop foundational skills through video and connecting prior knowledge to current events. Teachers enhance above level students learning with researched based projects. Below level students are enrolled in computer based programs, after school

tutoring and/or an instructional specialist. The school counselor performs school lessons that boost students' character, such as anti-bullying activities, career week speeches and essays, drug-free awareness participation, and college readiness week. In addition, Lamar has presentations from local news personalities, organizations, and events that impact the community. Lamar feels that this approach not only provides students with the foundational skills but also involves them in their community in real life experiences.

Our pre-kindergarten program (PreK) follows the state-mandated standards that enhance children's physical, social, cognitive and academic development. Standards are logically connected and build upon one another to support K- Grade 3 curriculum. Teachers engage in professional development to build a shared understanding of early childhood development and the alignment of standards to facilitate more effective and successful transitions between grades. School readiness assessments of children participating in early education help to determine if programs are improving children's preparedness for kindergarten. Students are evaluated throughout the year and teachers work together in studying assessment data to plan continuous improvement efforts. Parents are involved through school and home activities.

2. Other Curriculum Areas:

Lamar connects a well-rounded curriculum with all core classes. The classes revolve around the quality education embedded in the TEKS and delivered in a safe and nurturing environment. The school spirit is enhanced by the leadership and the academic staff, each of whom enriches and supports the philosophy that creating a community of learners is driven by the desire of developing a future college society.

Lamar understands that Fine Arts are associated with gains in cognitive ability, critical thinking, and verbal skills. Lamar proudly offers music classes following the TEKS "Spotlight in Music" program curriculum. All students from pre-kindergarten through third grade participate in music class once per week. They learn to identify instruments, recognize sounds, sing songs from diverse cultures and holidays, identify beat and rhythm, and begin to learn to read and write music. The teacher delivers systematic wood wind instruction for second and third grade students. Students may borrow the instrument during the summer at no cost so they may practice at home. The music teacher also integrates technology into his daily classes. He downloads, edits, and plays back student pre-recorded music. He enhances student participation and provides accommodations to students with disabilities. Each month, a different grade level presents their music program at the parent-teacher assembly. Furthermore, music is integrated into the fifth grade classes by their attendance at a performance by the El Paso Symphony. Lamar offers a 45-minute elective orchestra class to fifth grade students. Students learn to identify rhythm, read music, and play the violin, bass, and/or viola. They showcase their learned skills in an end-of-year performance at an adjacent middle school where they will attend the following school year.

Our Fine Arts curriculum also encompasses the Visual Arts. Across all core subjects in all grade levels, teachers encourage students to create art in different forms such as drawings, crafts, computer art and painting in response to what is being taught. Third grade students visit the El Paso Museum of Art once a month. During their visits they are taught different aspects of art through hands on activities. The "Van-Go" art program visits the school twice a year. Students are engaged with visual activities and they have an opportunity to explore with various materials and techniques while enhancing their awareness of art. Their art experience is culminated when they participate in an Art Exhibition which is open to the community.

Technology has a fundamental importance with the cognitive development of the 21st century students. Leaders at Lamar provide with up-to-date technology for teaching and learning. Every grade level, PreK-5th, is equipped with the necessary hardware and software technology to create interactive lessons that differentiate instruction and improve student participation. The school follows the district's curriculum using the Texas Essential Knowledge and Skills (TEKS) for Technology Applications. All PreK through 5th grade students are exposed to the latest technology that will prepare them for the future. Teachers demonstrate and/or guide students in the various technology skills, then students produce a technology project as part of their evaluation.

The grounds at Lamar were recently renovated with artificial grass for a safer playground for students during their daily 45-minute PE class. Coaches follow Texas state curriculum with a variety of activities that promote fitness, health, and nutrition. Students receive well balanced breakfast and lunch choices, as well as proper hygiene classes. Monthly, students participate in a 20 minute run-walk called the “Wellness Championship.” The winning class keeps the trophy during the month, identifying them as the champions. The community is also invited to Lamar’s annual Health Fair where they receive free health screenings and nutrition information in a fun, casual atmosphere. EPISD created a “Coordinated School Health” program consisting of vignettes that integrate Math and Science with Health and PE. Under this program Lamar has an activity called "Walk-to-School " that is done monthly to promote physical activity. Students, parents and staff meet at a nearby park early in the morning to play and socialize then walk back to school ready to begin daily activities.

3. Instructional Methods and Interventions:

Lamar attributes the school’s achievement to its dedicated teachers and best practices. The faculty thrive with the success of their students. Thus, students’ physical, emotional, and academic needs become priorities to the school. Campus administration offer resources and professional development to all educators and staff.

At the beginning of each year, student data is collected and analyzed to identify their individual needs. This data provides information necessary to arrange classrooms, identify tiers, and plan for differentiated instruction.

Effective Differentiated Instruction determines academic achievement. Therefore, the teacher begins with the regular instructional approach where students are exposed to the curriculum with direct and explicit instruction, whereby teachers explain and guide the lesson with a variety of routines, scaffolding, appropriate accommodations, visual and kinesthetic strategies, peer interaction and hands-on activities. Then, teachers use techniques such as flexible grouping, metacognitive strategy routines, technology programs, project based learning, total physical response and Shelter Instruction Observation Protocol (SIOP) strategies to assist Tier 2 and Tier 3 students and/or subgroups such as English Language Learners, Special Education or Gifted and Talented.

Lamar faculty constantly monitor students' achievement and progress through observations, student's work, formative and summative assessment. If a students does not show progress regardless of their level then additional interventions are considered such as individualized instruction with instructional coaches, small group with a personalized plan that addresses standards and skills needed, after school and Saturday tutoring and/or computer programs. In addition, Lamar has a committee composed of teachers, administration and the student's parent that study all the data and make further recommendations to assist the student.

Lamar administers three summative evaluations throughout the school year in order to assess progress. Students not meeting standards participate in an intensive intervention program that targets skills that students have not mastered. Students at or above level participate in research-based projects across the curriculum to ensure that students are being challenged and are progressing.

Lamar is proud to offer a well-rounded curriculum. Effective teachers, a nourishing and safe environment, and a “home away from home” atmosphere help to promote the physical, emotional, and academic development of the students of our community. We work together to form college-ready students and exemplary citizens.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Student achievement at Lamar has been successful in all subjects, grade levels and subgroups attaining an average of 90% or higher proficiency rate since 2009.

Texas has changed their standardized test throughout the years. During 2010 and 2011, Texas used The Texas Assessment of Knowledge and Skills (TAKS). Lamar's trends during this period show an increase year after year in the percentage of students attaining proficient and advanced ratings. It is also the same trend for all accounted subgroups such as Economically Disadvantaged, English Language Learners and Hispanics.

In 2012, the state of Texas introduced a new state assessment called State of Texas Assessment of Academic Readiness (STAAR). The results dropped slightly except in 3rd grade Math for all students and the 5th grade Reading for English Language Learners. However, the 2013 results show improvement across all subjects, grade levels and subgroups and continued to improve even more on 2014 having an 87% as the lowest score.

Lamar results over the years have shown that students are stronger in math than they are in reading. Results in 3rd and 4th grade Reading are lower than 5th grade Reading. This could be attributed to the great percentage of students that are English Language Learners and have not fully mastered their second language, English, in the 3rd or 4th grade.

Lamar has no significant gaps between the test scores of all students and the test scores of any subgroup.

All students are tested if present on the day of test administration or make up day. Students alternate assessment consists of a Special Education test and/or a Linguistic Accommodated Test.

Lamar academic success is attributed to several factors. Everyone clearly understands the common goal that all student learn and will improve their performance. Expectations are developed by the faculty and communicated to all staff and students. Students are engaged in rigorous learning with differentiated instruction and provided with appropriate interventions. Teachers are well versed on state standards and district curriculum and have acquired this by attending weekly meetings with content area specialist. Teaching and learning are continually adjusted on the basis of data collected through a variety of valid and reliable methods that indicate student progress and needs. The assessment results are interpreted and applied appropriately to improve individual student performance and the instructional program. There is flexibility in the program which helps maximize the use of time depending on the need and the program extends beyond the traditional school hours and days. There is an atmosphere of collaboration among teachers, parents, administration and students resulting in a positive and supportive learning environment for students.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Instruction and student progress is monitored in all grades using a variety of sources. These include but are not limited to student interactive notebooks, district benchmarks, unit assessments, teacher developed tests, researched based software programs and required state assessments.

At the beginning of the school year and throughout the year, administration informs all the faculty of current results. Teachers work vertically and horizontally across grade levels to disaggregate and analyze data. They identify strengths and weaknesses which helps plan for professional development. Teachers also make time to analyze and disaggregate the previous year's data as well as current data for each student in their class. Students' gaps and strengths are identified to create appropriate grouping, interventions and differentiated instruction in order to meet individual needs. This cycle is repeated as various assessments are administered.

Students are responsible for their learning and academic growth as well. They chart their assessment results at the beginning of the year as well as the year's goal. Every time they take a practice assessment they fill in the new information and check their progress to identify if they have met their goal. This process keeps students motivated and on target.

Integral to student achievement is the communication between home, school and community. Parents are kept informed throughout the year with conferences, progress reports, report cards, emails, phone calls and the school report card. Parents are encouraged to use the district's Parent Portal, an online program, to monitor their child's grades and attendance.

We inform the community stakeholders of our school's performance by proudly posting it on our school marquee, our entrance hallway and cafeteria display banners with our ratings, local newspapers publish school ratings and El Paso ISD websites posts information on how to access the information. In addition, meetings for parents and community members are held to discuss school results and their meaning in order to identify clarify our current status and how we are moving forward.

Part VI School Support

1. School Climate/Culture

At Lamar we provide a positive learning environment that engages and motivates students, thereby supporting their academic, social, and emotional well-being. Our entire staff provides an environment in which students feel motivated to learn. Teachers provide students with positive feedback to help them in exact areas that need improvement without raising frustration levels.

We believe friendly competition can motivate students to work harder and excel academically. Lamar promotes educationally rich and competitive activities such as the Wellness Championship which promote healthy habits, a reading competition in which the top scoring reading classes and top scoring readers are displayed every grading period, the end of the year Multiplication Competition, and the Spelling Bee. Students are rewarded in a variety of ways for their dedication and effort.

Our school counselor has a motivational program for fourth and fifth grade students called “Rainbow Star.” She monitors students’ academic and behavioral performance at the end of each nine week grading period. Students who improve throughout the year are recognized and invited to a school celebration. “Homework Patrol” is another incentive program we implement. The counselor unexpectedly visits PK-fifth grade classrooms with a colorful cart full of prizes (usually school supplies), and rewards those students who have consistently completed their homework.

Attendance at any school is of great importance and Lamar is no exception. We reward all our students with a “Perfect Attendance Luncheon” at the end of each nine weeks. Students with perfect attendance for that nine week period are given a special lunch and sit in a thematically decorated area.

The school culture at Lamar is very positive, creating an environment where teachers and students feel valued, appreciated, supported, and respected. As a result, teacher morale is very high. During teacher appreciation week students are “secretly” given a list of items they can bring to their teacher each day during that week. The grand finale of teacher appreciation week is a catered lunch from a local restaurant as a token of appreciation given by the principal and assistant principal. Our open door policy helps create a culture that supports the needs and development of teachers. On a weekly basis all teachers, administrators and instructional coaches meet to talk about a variety of issues and address needs.

The emphasis placed on motivating and meeting students' and teachers' needs is what has made our school environment a positive one and thus making us a very successful campus. Lamar's positive school environment creates an optimal setting for teaching and learning.

2. Engaging Families and Community

Lamar works voraciously to bridge any gaps between school and community. We feel that if there is a disconnect between a community and the school at which their children attend, there will never be a sense of comfort required to ensure their children’s academic success. Parents know that they are an integral part in the development of their child; we want them to feel welcome at the place where their children are educated and enriched. At Lamar we employ a variety of strategies aimed at partnering with family and community members in order to adequately develop students socially, emotionally and academically.

Lamar warmly embraces its community and opens its doors at the beginning of each year with an “Open House.” This evening is dedicated to welcoming parents to our school to meet the teachers and staff members. Our principal hosts a monthly “Coffee with the Principal,” during which training on various topics is held for our parents, followed by a question and answer session. Our Science Fair is a great opportunity that engages our community by inviting a variety individuals from surrounding businesses, non-profit organizations, institutions of higher education and students from our neighborhood high school to serve as judges. Administrators, faculty, parents, and students gather at a nearby park early in the morning for “Community Fun Walks to School.” Breakfast is transported to the park and students can

enjoy breakfast there with parents and teachers until it is time to walk to school. Teachers, coaches, and police escort the students to school. Watching 200 people migrate to school is quite a sight to behold!

Participation from parents and our Partners in Education such as local businesses, active and non-active military, city and state government agencies, and law enforcement is fundamental to the success of our Fall Carnival, Health Fair, and Field Day. Local dignitaries, including our school board members, and representatives from other schools participate in our celebrations. Establishing ties and building relationships with the school community and our Partners in Education positively affects our students' success by expanding their real life experiences.

Finally, students perform in concerts during monthly PTA meetings. The concerts are seasonably based and are inclusive of all portions of the student body. These concerts attract parents that may not ordinarily attend a PTA meeting. We hope this encourages them to become involved and take part in making decisions on issues critical to their child's development.

3. Professional Development

Research shows that teaching quality and proficient instruction are the most important factors in raising student achievement. Lamar administration realizes that professional development is extremely important for expanding staff's knowledge and refining their skills to implement best educational practices.

Lamar's professional development occurs during bi-weekly Professional Learning Communities (PLC). During PLCs, teachers focus on student learning expectations by collaborating on common goals, inviting collective inquiry on best practices, and using formative or summative data to examine strengths and weaknesses in instruction.

Lamar Elementary implements the Texas Literacy Initiative (TLI). Through this program, campus Instructional coaches receive training on best-practices in reading. Instructional coaches, in turn, train their colleagues. Academic coaches in all content areas provide teachers with weekly professional development. Teachers and coaches view upcoming TEKS and prepare lessons together. Instructional coaches provide district-endorsed strategies and assessment techniques as well as instructional modeling of key concepts.

Our school district provides a variety of professional development across content areas including technology. Lamar places a strong emphasis on ensuring that technology is used effectively to create new opportunities for learning and promote student achievement. Educational technology is not transformative on its own; we realize that it requires the assistance of educators who integrate technology into the curriculum, align it with student TEKS, and use it for engaged learning projects. The district's Instructional Technology Specialist provides professional development sessions at least once a week at our campus, and is available to provide additional sessions as requested.

The implementation of the science PLC allows grade level representatives to attend district-wide PLCs to plan and discuss standards in order to allow teachers to become successful in this content area. Each grade level representative then disseminates this information to their campus colleagues, upon which they will collaborate and plan for instruction. This practice has assisted our teachers in becoming specialized in the preparation and delivery of science lessons and laboratory activities.

Lamar Elementary places a strong emphasis on continuous professional development in order for our faculty to remain current on the latest innovations of a standards-based curriculum. Given Lamar's academic successes, we are confident that what our teachers are learning during these extensive hours of professional development is properly and successfully integrated into their teachings.

4. School Leadership

The leadership team at Lamar Elementary consists of the principal, assistant principal, counselor, social worker, special education representative, librarian, and all instructional coaches. When the current principal

arrived to Lamar Elementary School in 2006, she and the staff worked closely to develop a vision that would provide a positive learning environment for students and faculty. School improvement became a priority for every member of the Lamar team. High expectations for teachers and faculty were set and modeled by the principal and assistant principal. Lamar faculty and staff are driven by determination and high expectations for shaping students' learning and communication skills. The entire team believes in safeguarding a nurturing and challenging environment, in which students can perform at their highest potential.

The principal's role is to provide guidance and support by fostering a sense of community and cooperation among the campus stakeholders. Our school leader has an open door policy that creates an environment of professional trust. Professional respect is paramount to the administrator and teachers feel comfortable seeking her guidance.

Collaboration between all school personnel is a contributing factor to the success of our school. The teaching staff work together to create lessons that meet every student's learning needs. Instructional coaches and teaching staff have a positive working relationship that allows them to work as a team to ensure students reach their full academic potential.

The school's administrative team makes every member of the campus a priority. Teachers and faculty are held to high standards, and they are each held accountable. As the instructional leader of the campus, the principal joins the assistant principal and instructional staff in Professional Learning Community (PLC) meetings to collaborate and provide necessary guidance. Teacher empowerment contributes to our remarkable academic results, as children are at the forefront of their every team members' priorities.

On any given day, both the principal and assistant principal can be seen walking throughout the campus, ensuring all are safe. Together they deliver learning walkthroughs in a non-threatening approach, allowing for constructive feedback. These visits to the classroom ensure that programs are implemented and carried out to the highest degree of professionalism possible.

The principal makes every attempt to ensure that teachers' efforts are recognized and that campus morale remains high. Through our leadership team, we have developed an environment of trust with a focus on continuous professional growth and students' emotional and academic success.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>TAKS/STAAR</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	93	87	80	99	99
Advanced Academic Performance	24	27	18	54	49
Number of students tested	80	79	95	91	73
Percent of total students tested	100	100	99	100	100
Number of students tested with alternative assessment		11			
% of students tested with alternative assessment	9	14	8	8	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	92	87	80	99	99
Advanced Academic Performance	23	24	16	52	49
Number of students tested	77	76	89	85	71
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above	94	84	84	98	98
Advanced Academic Performance	22	20	21	47	46
Number of students tested	54	51	62	66	54
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	99	99	81	87	92
Advanced Academic Performance	51	55	18	26	23
Number of students tested	71	87	94	76	78

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
5. African- American Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: All students were tested if present on the day of test administration or make up day. Students alternate assessment consisted of a Special Education test and/or a Linguistic Accommodated Test.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>TAKS/STAAR</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	95	92	93	98	95
Advanced Academic Performance	22	29	11	49	38
Number of students tested	81	83	90	79	77
Percent of total students tested	99	99	100	99	100
Number of students tested with alternative assessment			12		
% of students tested with alternative assessment	6	6	13	3	10
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	96	92	93	99	95
Advanced Academic Performance	18	26	12	50	37
Number of students tested	76	77	84	78	76
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above	96	98	91	100	92
Advanced Academic Performance	22	25	9	36	31
Number of students tested	46	44	45	39	36
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	96	93	93	99	95
Advanced Academic Performance	23	28	12	49	38
Number of students tested	78	82	86	77	77
5. African- American Students					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>TAKS/STAAR</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Satisfactory Academic Performance and above	99	93	95	97	99
Advanced Academic Performance	41	36	26	64	59
Number of students tested	75	89	73	76	70
Percent of total students tested	100	100	100	99	99
Number of students tested with alternative assessment		12			
% of students tested with alternative assessment	4	13	8	4	10
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	99	93	95	99	100
Advanced Academic Performance	37	36	26	64	60
Number of students tested	68	83	73	75	67
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above	97	88	87	100	100
Advanced Academic Performance	23	28	13	71	39
Number of students tested	35	40	15	28	33
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	99	93	95	99	100
Advanced Academic Performance	40	37	26	64	59
Number of students tested	73	87	73	75	69
5. African- American Students					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>TAKS/STAAR</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	89	86	87	97	99
Advanced Academic Performance	5	10	21	35	49
Number of students tested	75	71	90	89	71
Percent of total students tested	100	100	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	5	1	0	8	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	89	85	87	96	99
Advanced Academic Performance	6	9	18	34	49
Number of students tested	72	68	84	82	69
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above	88	88	84	95	98
Advanced Academic Performance	4	9	14	31	42
Number of students tested	49	43	57	64	52
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	89	85	88	96	99
Advanced Academic Performance	5	10	21	35	51
Number of students tested	73	68	89	85	69
5. African- American Students					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>TAKS/STAAR</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	87	84	85	87	83
Advanced Academic Performance	17	18	7	33	20
Number of students tested	75	79	84	76	75
Percent of total students tested	99	99	100	99	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	3	6	3	11
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Satisfactory Academic Performance and above	87	84	83	88	84
Advanced Academic Performance	17	11	8	33	20
Number of students tested	70	73	78	75	74
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above	88	88	74	86	73
Advanced Academic Performance	15	10	3	17	9
Number of students tested	40	40	39	36	34
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	89	85	84	89	84
Advanced Academic Performance	18	18	8	32	20
Number of students tested	72	78	80	74	75
5. African- American Students					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>TAKS/STAAR</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Satisfactory Academic Performance and above	97	100	91	99	100
Advanced Academic Performance	21	17	11	39	27
Number of students tested	73	77	64	69	60
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	4	5	6	12
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	97	100	91	99	100
Advanced Academic Performance	17	17	11	40	23
Number of students tested	66	71	64	68	57
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above	100	100	67	100	100
Advanced Academic Performance	3	4	0	19	17
Number of students tested	33	28	6	21	23
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	100	91	99	100
Advanced Academic Performance	20	16	11	40	25
Number of students tested	71	75	64	68	59
5. African- American Students					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: